IHE Bachelor Performance Report

St. Augustine's University

Public Schools of North Carolina
State Board of Education
Department of Public Instruction

Overview of the Institution

Saint Augustine's University (SAU) is an undergraduate, coeducational liberal arts institution affiliated with the Episcopal Church. It is fully accredited, granting degrees to qualified persons without regard to race, creed, sex, age, religion, national origin or handicap status. Founded in

1867 as Saint Augustine's Collegiate Institute by the Episcopal Church, part of its original mission was to prepare teachers to teach verbal and computational skills to newly freed men and women. Today, its mission is to provide a healthy learning environment where students are prepared academically, socially, and spiritually in order to be equipped for leadership roles in a complex, diverse and dynamically changing world. The University is committed to offering rigorous academic programs and research opportunities at the undergraduate level to achieve its core values.

To fulfill the mission, the institution pursues excellence by developing:

• Flexible and innovative courses of study that integrate theory and practical application through experiential approaches to learning;
• Opportunities for students to apply what they learn through service learning, community service, internships, and cooperative education;
• Purposeful and individualized programs of study for non-traditional students, through preparation for a career change or re-entry into the work force;
• Knowledge and appreciation of cultural differences through interdisciplinary courses, study abroad, and other programs to prepare students for the global society.

The institution's core competency-based general education program supports the University's mission by "ensuring that its graduates are proficient in the core competencies of: communication; critical thinking; identity; wellness; civic engagement; global perspective, servant leadership/teamwork; and innovation, creativity, and artistic literacy, culminating with a capstone course or experience."

The University's main campus is located in Raleigh, North Carolina, the capital of the state. The University Chapel, Saint Agnes Hall, and Taylor Hall are registered historic landmarks. Saint Augustine's University was the first historically black college in the nation to have its own on-campus commercial radio and television stations: WAUG-AM750 and WAUG-TV68 (cable channel 168). The student enrollment at the University includes students from North Carolina and all other states, the District of Columbia, the U.S. Virgin Islands, and several foreign

countries. The University has accreditation with the Southern Association of Colleges and Schools Commission on Colleges. The Department of Education's Elementary Education and Health and Physical Education programs are approved by the North Carolina Department of Public Instruction.

Special Characteristics

The Department of Education at Saint Augustine's University is dedicated to preparing students for advancement toward careers in education in elementary education and health and physical education. The Department's mission is to produce collaborative educational leaders who model best practices in their classroom, and who demonstrate efforts to effectively improve education for all learners.

Program Areas and Levels Offered

The Department of Education at Saint Augusine's University offers only two undergraduate degree programs. Those programs are K-6 Elementary Education and K-12 Health and Physical Education.

Pathways Offered (Place an 'X' under each of the options listed below that your IHE Provides)

Traditional	RALC	Lateral Entry
X		

Brief description of unit/institutional efforts to promote SBE priorities.

For the 2016-17 report, briefly describe your current efforts or future plans to respond to the recent legislative provisions below.

All candidates are prepared to use digital and other instructional technologies to provide high-quality, integrated digital teaching and learning to all students.

The Elementary Education program currently has one course in its program, EDUCA 241, Technology Literacy for Teachers, that is devoted entirely to developing knowledge and skills and use in an ethical manner of various forms of instructional technology to include hardware and software that assists candidates to impact student learning. In subsequent courses, candidates are able to reinforce those skills through their required use in methods and professional area courses. They attain more experience and achieve a greater level of comfort with the use of technology through their clinical experiences in public school classrooms. Candidates show evidence of these skills through video-taped self reflections, technological presentations, use of assessment tools, and the inclusion in their E-Portfolio of their personal classroom use of technology to impact and assess student learning. Blackboard is the hybrid delivery method candidates will take to strengthen their knowledge in integrating technology into lesson planning.

Assess elementary and special education: general curriculum candidates prior to licensure to determine that they possess the requisite knowledge in scientifically based reading and mathematics instruction that is aligned with the State Board's expectations. *Describe your efforts for ensuring candidates are prepared for the new Foundations of Reading and General Curriculum licensure exams effective October 1, 2014.*

The institution's recently revised program of study is based on students' satisfactory accomplishment of each of nine core competencies, demanding more rigor for all SAU students, including education majors. Mastery of these competencies prepares our Elementary Education candidates for the General Curriculum licensure exams. In addition, our redefined Elementary Education program incorporates the "scholar practitioner" model. To that end the department has revamped the program so that we engage students in more rigorous attention to content. The EDUCA 323, Elementary Reading Instruction course, for example, emphasizes theory and research based practices used in the development of key reading skills including phonics, phonemic awareness, comprehension, fluency and vocabulary development. Candidates are empowered by their understanding of the NCSCOS standards as they gain from practical experiences in a school-based setting where they engage in tutorial sessions to assess and instruct emergent readers while they are developing language and literacy skills. Emphasis is consistently placed on the teacher's facilitative role in meeting the needs of diverse learners, and on the goal of literacy as a tool for meaningful communication. EDUCA 324, Teaching the Language Arts

methods course, also includes more research-based and standards-based assignments that lead to direct, hands-on experience with elementary student populations. All methods classes have added additional research components to give candidates the pedagogical foundation that they need to support reading instruction. Throughout the junior and senior year, candidates are closely monitored by their advisors and education faculty mentors who support and guide them. The capstone course, student teaching, takes place over 14 weeks and continues to provide the greatest opportunity for candidates to enhance their skills at teaching reading through daily interactions with students.

Candidates (preparing to teach in elementary schools) are prepared to apply formative and summative assessments within the school and classroom setting through technology-based assessment systems available in North Carolina schools that measure and predict expected student improvement.

Education majors are introduced to formative and summative assessment theory in Bridge 114, Introduction to Teaching and Leaning and EDUCA 233, Exceptionalities, and EDUCA 241 Technology Literacy for Teachers. More in-depth learning and reinforcement occurs in all methods courses as the theory is taken into practice, and candidates include assessments within their lesson plans for these courses that demonstrate use of both formative and summative assessments. They learn to make practical use of technology-based assessments such as Home Base through participation in EDUCA 329, Curriculum, Instruction, and Educational Assessment, a field laboratory-based course. During this course, candidates may also observe and assist cooperating teachers in using any other local school assessment systems. EDUCA 329 requires candidates to design and develop appropriate assessment tools for classroom use and to be able to use data from assessments to guide future classroom instruction. In the senior year candidates participate in Student Teaching EDUCA 461. Candidates formulate lesson plans incorporating formative and summative assessment theory into daily assignments and requirements as strategies for capturing the level of student expected improvement.

Candidates (preparing to teach in elementary schools) are prepared to integrate arts education across the curriculum.

Through EDUCA 361, Integrating the Arts into the Curriculum, candidates gain foundational knowledge about the various art forms and genres within each art form. They also investigate learning theory related to learning with, through, and about the arts and the relationship of the arts to the concept of multiple learning styles. The course offers candidates an opportunity to practically engage in a variety of art forms to build their confidence in using arts materials or the notion of arts inclusion. The candidates are required to develop, in conjunction with other methods courses, an arts integrated, thematic unit that may be used during their field experiences. The course helps candidates understand the interdisciplinary nature of knowledge and knowledge acquisition as expressed through various art media.

Explain how your program(s) and unit conduct self-study.

Program and unit outcomes ae guided by and aligned with university standards and NCDPI standards. It is through theses lenses that assessment data are gathered, analyzed, and disseminate to make on-going program and unit improvements. Feedback from our invested stakeholders, such as from principals in which our students conduct field experiences, provides valuable insight to the readiness of our teacher candidates and graduates. This sefl-study is even now a work in progress, as we assess the fidelity to which the self-study is conducted, utilized and disimenated.

Provide a description of field experiences to occur every semester including a full semester in a low performing school prior to student teaching.

There are field experiences built into six of the eight university semesters of the Course of Study that took effect in the Fall of 2016. These field experiences begin in the Freshman year culminating with student teaching in the Senior year. The following chart outlines the courses with field experiences:

Student Year	Semester	Course Name	Course Number	Field Experience Hours
Freshman	Spring	EDUCA 114	Bridge to Teaching and Learning	10
Sophomore	Fall	EDUCA 235	Exceptionalities	10
Junior	Fall	EDUCA 323	Elementary	10

			Reading Instruction	
Junior	Fall	EDUCA 328	Classroom Management and Behavioral Analysis	40
Junior	Spring	EDUCA 329	Curriculum and Instruction	10
Senior	Fall	EDUCA 451	Action Research and Directed Field Experience	40
Senior	Spring	EDUCA 461	Student Teaching and Leadership	550

The field placements have occurred at the following locations for the past few years: Hunter Elementary School (NC School Performance Grade C 2015-2016), Bugg Elementary School (NC School Performance Grade F 2015-2016), Wake Young Men's Leadership Academy (NC School Performance Grade B 2015-2016), and Torchlight Charter School (NC School Performance Grade C 2015-2016).   Therefore, some students have had field based experiences at a low performing school.

How many weeks are required at your institution for clinical student teaching?

There is a minimum of fourteen weeks for clinical student teaching.

How will student teaching be scheduled to allow for experiences to occur at both the beginning and end of the school year?

If the teacher candidate student teaches in the fall, he/she is present for several workdays as well as the first day of the academic year of the elementary school. If the teacher candidate student teaches in the spring, he/she is present for some of the end of year activities. However, graduation occurs prior to the actual end of the elementary school year.

Does your program require teacher candidates to pass all tests required by the North Carolina State Board of Education before recommendation for licensure?

No, they are not required to pass all tests required by the North Carolina State Board of Education before recommendation for licensure. However, they are required to pass Praxis Core Reading, Praxis Core Writing, and Praxis Core Math prior to being permitted to student teach.

I. SCHOOL/COLLEGE/DEPARTMENT OF EDUCATION (SCDE) INITIATIVES

A. Direct and Ongoing Involvement with/and Service to the Public Schools

B. LEAs/Schools with whom the Institution Has Formal Collaborative Plans	1-3.Bugg Elementary School Walnut Creek Elementary
Priorities Identified in Collaboration with LEAs/Schools	Goal: For Principals to meet candidates on the SAU campus as a formal introduction and review of LEA policies and procedures related to placement before cooperating teachers are selected.
Activities and/or Programs Implemented to Address the Priorities	1. LEA Principals will be invited to campus for a 2 hour session with candidates in the 40 hour EDUCA 328 Classroom Management, EDUCA 235 Exceptionalities (10 hours), and EDUCA 426 Teaching English Language Learners courses. Principals interviewed the students to obtain preliminary information before place the candidates with a cooperating teacher. 2. LEAs will review the draft of the field experience handbook for input and feedback regarding pre-service field experiences. 3. School of Liberal Arts and Education "Operation Graduation". All departments of Liberal Arts and Education will conduct three (3) boot camp sessions in which candidates will meet with faculty, department chairs, campus ETS testing services staff regarding responsibilities related to Field experiences, Praxis I, and Program of Study pre-requisites.
Start and End Dates	1. August 2015-planning and invitation to LEAs. 2. September 21, 2015 pre-service students/student teacher met with LEA's on the campus of SAU. 3. August 2015-planning "Operation Graduation". November 4, 2015 and March 8, 2016- implemented.
Number of Participants	1. 4 2. 21 pre-service students. 2 LEAs. 1 faculty 1 Department Chair. 3. 21 students November 4, 2015 & 10 students March 8, 2016. 4. 9 students participated at Wake Men's Leadership Academy

Summary of the Outcome of the Activities and/or Programs	1. Principals reviewed the field experience handbook prior to the pre-service meeting. Changes were made per their feedback. 2. Pre-service students were able to meet and ask questions about their responsibilities in field experiences and ask about their cooperating teachers. Pre-service students were able to share their interest and goals towards becoming effective teachers. Hear from LEA immersion responsibilities related to field experiences. 3. Candidates were able to receive in writing their future responsibilities, program of study, individual time lines for student teaching and graduation.

Additional collaborations by Saint Augustine's faculty and staff with other LEAs and schools.

-Dr. M.I. Moses, Director of Academic Advising serves as a board member of the Torchlight Academy Charter School for 2016-2017.

- Dr. Orlando Hankins Sr., Associate Provost, was a volunteer reader at Underwood Elementary and Bugg Elementary in 2016-2017.

II. CHARACTERISTICS OF STUDENTS
A. Headcount of students formally admitted to and enrolled in programs leading to licensure.

Full-Time					
	Male		Female		
Undergraduate	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0	
	Asian/Pacific Islander	0	Asian/Pacific Islander	0	
	Black, Not Hispanic Origin	2	Black, Not Hispanic Origin	2	
	Hispanic	0	Hispanic	0	
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	0	
	Other	0	Other	0	
	Total	2	Total	2	
Licensure-Only	American Indian/Alaskan Native		American Indian/Alaskan Native		
	Asian/Pacific Islander		Asian/Pacific Islander		
	Black, Not Hispanic Origin		Black, Not Hispanic Origin		
	Hispanic		Hispanic		
	White, Not Hispanic Origin		White, Not Hispanic Origin		
	Other		Other		
	Total		Total		

B. Program Completers (reported by IHE). Those students that have completed the program requirements but have not applied for or are not eligible to apply for a license

Program Area	Baccalaureate Degree		Undergraduate Licensure Only	
PC Completed program but has not applied for or is not eligible to apply for a license **LC Completed program and applied for license**	**PC**	**LC**	**PC**	**LC**
Prekindergarten				
Elementary				
MG				
Secondary				
Special Subjects				
EC				
VocEd				
Special Services				
Total	0	0	0	0

C. Undergraduate program completers in NC Schools within one year of program completion.

2015-2016		Student Teachers	Percent Licensed	Percent Employed
Bachelor	St Augustine	3,276	84	63
Bachelor	State	1	100	100

D. Top10 LEAs employing teachers affiliated with this college/university. Population from which this data is drawn represents teachers employed in NC in 2016-2017.

LEA	Number of Teachers
Wake County Schools	87
Durham Public Schools	15
Vance County Schools	14
Charlotte-Mecklenburg Schools	11
Nash-Rocky Mount Schools	11
Cumberland County Schools	6
Johnston County Schools	6
Winston Salem/Forsyth County Schools	5
Pitt County Schools	5
Warren County Schools	5

E. Quality of students admitted to programs during report year.

Measure	Baccalaureate
MEAN SAT Total	*

MEAN SAT-Math	*
MEAN SAT-Verbal	*
MEAN ACT Composite	*
MEAN ACT-Math	*
MEAN ACT-English	*
MEAN PPST-Combined	*
MEAN PPST-Reading	*
MEAN PPST-Writing	*
MEAN PPST-Math	*
MEAN CORE-Combined	*
MEAN CORE-Reading	*
MEAN CORE-Writing	*
MEAN CORE-Math	*
MEAN GPA	*
Comment or Explanation:	
* Less than five scores reported	

F. Scores of student teachers on professional and content area examinations.

Specialty Area/Professional Knowledge	2015-2016 Student Teacher Licensure Pass Rate	
	Number Taking Test	**Percent Passing**
Institution Summary	0	0
* To protect confidentiality of student records, mean scores based on fewer than five test takers were not printed.		

G. Lateral Entry/Provisionally Licensed Teachers: Refers to individuals employed by public schools on lateral entry or provisional licenses.

Program Area	Number of Issued Program of Study Leading to Licensure	Number Enrolled in One or More Courses Leading to Licensure
Prekindergarten (B-K)		
Elementary (K-6)		
Middle Grades (6-9)		
Secondary (9-12)		

Special Subject Areas (K-12)		
Exceptional Children (K-12)		
Total	0	0
Comment or Explanation:		

H. Time from admission into professional teacher education program until program completion

Full Time						
	3 or fewer semesters	**4 semesters**	**5 semesters**	**6 semesters**	**7 semesters**	**8 semesters**
Baccalaureate degree			X			
U Licensure Only						
Part Time						
	3 or fewer semesters	**4 semesters**	**5 semesters**	**6 semesters**	**7 semesters**	**8 semesters**
Baccalaureate degree				X		
U Licensure Only						
Comment or Explanation:						

I. Teacher Education Faculty

Appointed full-time in professional education	Appointed part-time in professional education, full-time in institution	Appointed part-time in professional education, not otherwise employed by institution
4	1	3

J. Teacher Effectiveness

Teacher Effectiveness
This section includes a summary of data collected through the North Carolina Educator Evaluation System (NCEES) for beginning teachers prepared by this institution. North Carolina defines a beginning teacher as one who is in the first three years of teaching and holds a Standard Professional 1 license. The evaluation standards identify the knowledge, skills, and dispositions expected of teachers. School administrators rate the level at which teachers meet standards 1-5 as they move from ratings of "developing" to "distinguished." Effective 2010–2011, at the end of their third year beginning teachers must be rated "proficient" on standards 1-5 on the most recent Teacher Summary Rating Form in order to be eligible for the Standard Professional 2 License. Performance on standard 6 is determined by a student growth value as calculated by the statewide growth model for educator effectiveness. The ratings for standard 6 are "does not met expected growth", "meets expected growth", and "exceeds expected growth." New teachers are more likely to be rated lower on the evaluation standards as they are still learning and developing new skills and knowledge. Additional information about the North Carolina Educator Evaluation System is available at http://www.ncpublicschools.org/effectiveness-model/ncees/ .

Institutions with fewer than five beginning teachers evaluated during the 2016-2017 school year are reported as N/A. Additional information about Educator Effectiveness is available at: http://www.ncpublicschools.org/effectiveness-model/ncees/

Standard One: Teachers Demonstrate Leadership						
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size
Inst. Level:	N/A	N/A	N/A	N/A	N/A	<10
State Level:	.1	2.9	67	28.4	1.6	6973

Standard Two: Teachers Establish a Respectful Environment for a Diverse Population of Students						
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size
Inst. Level:	N/A	N/A	N/A	N/A	N/A	<10
State Level:	.1	2.9	59.5	35.7	1.8	6915

Standard Three: Teachers Know the Content They Teach						
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size
Inst. Level:	N/A	N/A	N/A	N/A	N/A	<10
State Level:	0	3.6	71.5	23.7	1.3	6915

Standard Four: Teachers Facilitate Learning for Their Students						
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size
Inst. Level:	N/A	N/A	N/A	N/A	N/A	<10
State Level:	.1	4.1	66.2	28.7	1.0	6973

Standard Five: Teachers Reflect on Their Practice						
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size
Inst. Level:		N/A	N/A	N/A	N/A	<10
State Level:	0	2.8	69.3	26.2	1.7	6915

Standard Six: Teachers Contribute to the Academic Success of Students					
	Does Not Meet Expected Growth	Meets Expected Growth	Exceeds Expected Growth	Sample Size	
Inst. Level:	N/A	N/A	N/A	<10	
State Level:	5	64.5	15.6	5021	